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ABSTRACT

A lack of adequate substance abuse information at an elementary school prompted this practicum examining at risk students. Classroom guidance lessons on substance abuse prevention were given, which included small group counseling sessions regarding self-esteem and problem-solving skills, followed by posttests. Classroom guidance lessons revealed a need for prevention programs which imparted knowledge about the use and consequences of alcohol and substances. The self-esteem small group sessions showed that students responded positively to assertiveness training and social skill enhancement. Students also benefitted from talks about responsibility, self-discipline and good judgment. Participants indicated a need for all students to join in drug awareness and a desire for more small group counseling sessions and classroom guidance lessons regarding the issues of substance abuse prevention. Parents reported that they felt excluded from their children's substance abuse programs. It was concluded that comprehensive school substance abuse prevention programs should include lessons for students regarding feelings, pharmacology, and self-awareness, as well as involve parents. Students who completed posttests on substance abuse prevention, self-esteem, and problem-solving skills performed perfectly. Contains 18 references. (Three appendices list all three posttests.) (RJM)

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ED 377 435

Developing A Substance Abuse Prevention Program for At-risk Elementary School Students

by

Linda Schwartzkopf

Cluster 40

A Practicum II Report presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY
1994

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July 26, 1994

Date of Final Approval of Report

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ABSTRACT

Substance Abuse Prevention for Elementary School Students. Schwartzkopf, Linda, 1994: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Elementary/Counselor/Substance Abuse Prevention

This practicum was designed to address the problem of students being at risk of becoming potential substance abusers. The goal of the writer was to enable students to become knowledgeable about substance abuse so that they would be no longer at risk of abuse.

The author conducted classroom guidance lessons regarding substance abuse prevention; small group counseling sessions regarding self-esteem and problem solving skills; and developed/administered posttests.

Analysis of the data revealed that students completed posttests regarding substance abuse prevention, self-esteem, and problem solving skills with 100% accuracy.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting for the writer was an elementary school within a county of approximately 92,000 public school students. The school setting included kindergarten through fifth grades and was located in a small, lower-middle class town. The majority of students were bused from some of the lowest socioeconomic sections of a largely affluent county.

There were approximately 800 students in the writer's school. Demographics showed that 23% of the families were dependent upon welfare for their livelihood and 54% of the students were on free or reduced lunches. Seventy-one percent of the students were in latch-key situations. Minorities accounted for 34% of the student population.

Nineteen percent of the students were in special education classes which included emotionally handicapped, communications disorders, and specific learning disabilities. Furthermore, 27% of the school's population was in Chapter I. The yearly attrition rate of students was 49%. Sixty percent of the students were bused. Some students had an

absentee rate of 45 or more days per year.

Data showed that less than seven percent of the families participated in school activities and that many of the families lived in high crime/drug areas. There was also a high referral rate of abuse/neglect cases. County-wide, over 2,000 high school students dropped out of school yearly in the writer's district. In addition, there were over 8,500 delinquency cases recorded and over 26,000 school disciplinary actions implemented.

Writer's Work Setting and Role

The writer was the only guidance counselor for the school setting. Some of the writer's responsibilities included conducting orientation/articulation programs throughout the school year. The counselor provided individual and group counseling sessions in addition to teaching classroom guidance lessons. The writer consulted with outside resources, parents, school system personnel, and school personnel. The counselor was responsible for leading staffing team meetings and coordinating the implementation/dissemination of special education information/procedures. The elementary school counselor was also expected to provide comprehensive suicide prevention, drop-out prevention and substance abuse prevention lessons/programs/strategies.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem to be addressed was that students at the writer's school were at risk of becoming potential substance abusers.

Students did not have access to substance abuse prevention activities on an on-going, organized basis through counselor services. Therefore, they did not receive adequate information regarding the negative ramifications of substance abuse, peer pressure, poor problem solving skills, and inappropriately dealing with feelings. There were insufficient opportunities for students to increase their feelings of positive self esteem and to develop positive problem solving skills. Without the aforementioned information/skills, students were at risk of becoming potential substance abusers.

Problem Documentation

During the 1992-93 school year, students were interviewed or observed during classroom guidance lessons, small group counseling sessions or regular

education lessons as having a lack of knowledge regarding substance abuse prevention. Results of the interviews and observations indicated that students expressed feelings of low self-esteem. Students also demonstrated a lack of positive problem solving skills.

Causative Analysis

Generally, there was not an assertive effort by school personnel to determine the extent of the need for an organized, wide-ranging substance abuse prevention plan. The counselor was expected to fulfill a number of mandated objectives including a comprehensive substance abuse prevention program. However, it was not possible for the counselor to focus all of the monthly classroom guidance lessons on substance abuse prevention and fulfill the other required objectives. In addition, it was not possible for the counselor to provide an in-depth, on-going substance abuse prevention program on a once a month meeting basis.

Furthermore, a review of the school's curricula by the writer showed that there was no organized, wide-ranging substance abuse prevention plan. There was also no plan which included students and parents working together.

Specifically, parents stated during interviews that they did not have access to educationally

relevant published resources/information regarding substance abuse prevention. Teachers stated during interviews that there was no student/parent support system concerning substance abuse prevention. Finally, it was not plausible for the counselor to implement a successful, comprehensive substance abuse prevention program without an organized plan.

Relationship of the Problem to the Literature

Review of the literature gives evidence of the need for substance abuse prevention activities in the elementary school grades. However, in order to find this evidence, the writer first had to determine that children's attitudes regarding substance abuse were formed at a young age. The writer also had to discover how their attitudes are formed. If this information was relevant, it could be incorporated into a solution for the problem.

The writer found that children's attitudes regarding substance abuse are formed at a very early age (Tennant, 1979; Young & Williamson, 1983; Noll & Zucher, 1983). With parents preferring "that their children drink rather than take drugs..." (National School Safety Center, 1992, p.2) children are receiving a message that drugs are bad but alcohol is all right. Children need to know that substance abuse includes alcohol.

Latchkey children and children who are on their

own at younger ages are more apt to entertain themselves through the media. Many of the messages they receive from the media imply that alcohol is acceptable. A study of "8- to 11-year-old children who watched a show with drinking scenes were more likely to name alcohol than water as an appropriate adult beverage than were children who watched the same show without the drinking scenes" (National School Safety Center, 1992, p. 2). "In November 1991, the surgeon general called for a ban on alcohol advertisements that appeal to youth. The beer industry in particular uses advertising to try to connect athletic events with alcohol, contributing to the misconception that being sexy, powerful and athletic is related to the use of alcohol" (National School Safety Council, 1992, p. 2). However, even with the law, advertisers are taking a different (subliminal) approach to reach the youth. They "talk about responsible use of alcoholic beverages to convince the public that no intention exists to promote abuse" (Nelson, 1986, p. 4).

The evidence showed that, indeed, children's attitudes regarding substance abuse are formed at a very young age and are learned from many sources outside the school. The next step was to find evidence to support the writer's idea that the elementary school should provide substance abuse prevention information for children.

Other literature gives evidence that substance

abuse prevention activities are needed in the elementary school grades. According to Bradley (1988), children who do not have an environment where students are praised often, can demonstrate their strengths, learn to respect one another and give each other positive feedback are at risk of becoming substance abusers.

School personnel should be aware of the consequences or behaviors that children may experience in the classroom in order to best meet each child's educational needs. Resnik (1988) states that children who have a lack of self-discipline, good judgment and positive bonds with their families, school, peers and the community may develop substance abuse problems.

Berdiansky, Brownlee and Joy (1988) have found that elementary schools which do not take the initiative in incorporating a comprehensive substance abuse program beginning in kindergarten are not helping to include a prevention-based focus. The over-all program should include lessons regarding feelings, pharmacology, and self-awareness (Berdiansky, Brownlee & Lee, 1988).

Oyemade and Washington (1989) have stated that substance abuse prevention programs do not always assist families in identifying resources for help and support through parenting skills enhancement or informal discussions. Furthermore, Horton (1992) found that many programs do not include peer support groups or peer counseling components for preventing

substance abuse. Family and peer involvement are considered important aspects of effective substance abuse programs.

The literature revealed several causes for the problem. Usually students begin heavy experimentation with gateway drugs (those substances that lead to experimentation with harder drugs) in the late primary and early middle school grades (Berdiansky, Brownlee & Joy, 1988). The earlier the age that children experiment with gateway drugs, the more apt they are to use harder drugs by late adolescence (Berdiansky, Brownlee & Joy, 1988).

The use of drugs by students before they reach the sixth grade has tripled during the last decade (Bennett, 1986). The average age of first use of alcohol is 12.5 years and 11.8 years for marijuana (Needham, 1987). Cigarette smoking and alcohol use rapidly increases during sixth and seventh grades (Bradley, 1988). Children are using smokeless tobacco at an alarming rate also (Jones & Bell-Bolek, 1986).

There are approximately seven million children under the age of 18 who are raised in an alcoholic home (Jagucki, 1989). Approximately four out of 25 students in a given classroom are children of alcoholics (Bleuer & Schreiber, 1989). "Children of alcoholics are victims of fetal alcohol syndrome, a leading cause of mental retardation and birth defects, to the extent of 24,000 births yearly" (Gress, 1988, p. 18). Studies have shown that

children may inherit a genetic predisposition for alcoholism and are raised in an home that is dysfunctional (Buwick, Martin & Martin, 1988.) Children who are substance abusers or come from substance abusing homes are more likely to have negative emotional moods (Buwick, Martin & Martin, 1988) and poor school adjustment emotionally, intellectually, socially, and physically.

A review of the literature clearly supported the writer's idea that children's attitudes toward substance abuse were formed at a very early age. There were many factors outside the school which have a direct and/or indirect impact regarding the forming of their attitudes. As the writer suspected, substance abuse was occurring at younger and younger ages at an alarming rate. The literature also gave evidence of the writer's idea that the elementary school should lead the initiative in providing children with substance abuse prevention activities.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goal and Expectations

The following goal and outcomes were projected for this practicum.

The goal of the writer was to enable students to become knowledgeable about substance abuse so that they would be no longer at risk of abuse. It was expected that on-going activities and the availability of resources would achieve this goal.

Expected Outcomes

Regarding outcome number one, forty-two students from kindergarten through fifth grades who participated in classroom guidance lessons were to have scored 16 out of 20 correct answers regarding the negative ramifications of substance abuse, peer pressure, poor problem solving skills, and inappropriately dealing with feelings (see Appendix A). Item numbers 5, 10, 15, 16, and 17 reflect statements pertaining to the negative ramifications of substance abuse. Item numbers 2, 3, 4, 11, and 14 reflect statements regarding the negative

ramifications of peer pressure. Item numbers 1, 8, 9, 12, and 13 reflect statements regarding the negative ramifications of negative problem solving skills. Finally, item numbers 6, 7, 18, 19, and 20 reflect statements regarding the negative ramifications of inappropriately dealing with feelings.

Regarding outcome number two, forty-two students from kindergarten through fifth grades who participated in small group counseling sessions were to have scored seven out of 10 correct answers indicating feelings of positive self-esteem (see Appendix B).

Regarding outcome number three, forty-two students from kindergarten through fifth grades who participated in small group counseling sessions were to have scored eight out of 10 correct answers indicating knowledge of positive problem solving skills (see Appendix C).

Measurement of Outcomes

The writer will tabulate and report the students' posttest results. Results will show that forty-two students understand the negative ramifications of substance abuse, peer pressure, poor problem solving skills, and inappropriately dealing with feelings. Forty-two students will state feelings of positive self-esteem. Forty-two

students will develop positive problem solving skills.

The evaluation instruments were chosen to ensure that students would become knowledgeable about substance abuse so that they would be no longer at risk of abuse. The evaluation instruments are questionnaire posttests designed by the writer. The three posttests will be administered orally to the students (on an individual basis) by the writer to allow for differences in reading and writing abilities.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem to be addressed in this practicum was that students at the writer's school were at risk of becoming potential substance abusers.

Solutions suggested by the literature included Young & Williamson (1983) finding that in the absence of a substance abuse prevention program, children exhibited confusion and misinformation regarding drugs and medicine. In fact, researchers concluded that preschool children may be a suitable target population for substance abuse education (Tennant, 1979).

In light of this information, the writer needed answers to several questions. What type of factual information should be disseminated to children? What kind of classroom atmosphere would be the most conducive in providing a substance abuse prevention program? What key factors should be included in an elementary school substance abuse prevention program?

With teachers' understanding of the consequences and behaviors that students experience in the classroom and the life-long effects that may

occur, there was a critical need to have a school climate which emphasized substance abuse prevention on a daily basis. Schools should impart knowledge about the use and consequences of alcohol, nicotine, marijuana, stimulants, inhalants, cocaine, psychedelics, depressants, narcotics, and designer drugs (Gerler, 1988).

However, it was critically imperative that schools should help students develop positive self-concepts by establishing classrooms where students are praised often, can demonstrate their strengths, learn to respect one another and give each other positive feedback (Bradley, 1988). Children needed to develop self-discipline, responsibility, good judgment and positive bonds with their families, school, peers and the community (Resnik, 1988).

Teachers needed to be predictable, warm, caring, consistent, and provide appropriate reinforcement. Importantly, children needed to have on-going lessons developing problem-solving skills, critical thinking, decision making, goal setting, and communication skills training. They also needed assertiveness training and the development of appropriate social skills (Bradley, 1988). A comprehensive school substance abuse program should have included lessons regarding feelings, pharmacology, and self-awareness (Berdiansky, Brownlee & Joy, 1988).

Horton (1992) found that peer facilitators should be a key issue in substance abuse prevention

programs. Not only did peers help each other with general problems, but peer helpers who are children of alcoholics had a better understanding of similar type children they assist. Jagucki (1989) insisted that "direct intervention programs must exist in the elementary schools for children of alcoholics" (p.76).

Finally, Horton (1992) said that "the development of parent networks is central to the success of school drug education programs" (p. 31). The school counselor had direct contact with the students and parents and brought them together to ensure that children were no longer at risk of substance abuse.

Considering the answers to the writer's questions, it was clear that an organized, on-going plan must be developed in the elementary school regarding substance abuse prevention. It was also the writer's conclusion that the school counselor had the leadership skills and expertise to be the facilitator for creating a non-substance abusing student body that would continue to be so throughout their adult lives.

Other ideas to be explored included:

1. Offering substance abuse prevention activities to teachers for use after classroom guidance lessons.

2. Parenting skills classes being offered at the school regarding substance abuse prevention.

3. The writer applying for grants to purchase

materials for the program.

4. Teachers implementing the program in their classrooms.

5. The writer presenting the results of the program to other county counselors or at state/national conferences.

6. The writer presenting the results of the program to the school's faculty and district personnel.

The writer concluded that the solutions gleaned from the literature which were feasible and appropriate to implement in the work setting included developing an on-going, comprehensive substance abuse program in the school. This encompassed small group counseling sessions, classroom guidance lessons, and parent involvement/education. These aspects were applicable to the school's population and manageable within the parameters of available resources.

Considering time constraints, it was not plausible for the writer to develop parent networking other than introducing parents to each other as they participated in the program at the work setting. Nor was it possible for the author to offer parenting skills lessons. It was also not realistic for the writer to provide teacher training or activities in order for staff members to incorporate the program in their classrooms. Conducting peer facilitator training would have been too time consuming.

In order to create a solution which ensured that students were no longer at risk for becoming substance abusers, the writer included the factors of student and parent education in the plan. The plan was comprehensive and conducted on an on-going basis.

Description of Selected Solution

To achieve the goal of students becoming knowledgeable about substance abuse and no longer being at risk of abuse, the writer took the following steps during the practicum process:

1. The writer conducted self-esteem small group counseling sessions for 42 students in grades kindergarten through five. This solution was selected because of the findings of Berdiansky, Brownlee & Joy (1988) and Bradley (1988).

2. The writer conducted problem solving skills small group counseling sessions for 42 students in grades kindergarten through five. This solution was selected because of the findings of Resnik (1988) and Bradley (1988).

3. The writer conducted classroom guidance lessons for classes in grades kindergarten through five (including the 42 students) regarding the negative ramifications of substance abuse, peer pressure, inappropriately dealing with feelings, and poor problem solving skills. This solution was

selected because of the findings of Gerler (1988); Bradley (1988); Resnik (1988); Berdiansky, Brownlee & Joy (1988); and Horton (1992).

4. The writer created a resource library for parents regarding substance abuse information. This solution was selected because of the findings of Horton (1992).

5. The writer presented the results of the program to the school's faculty and district personnel.

6. The writer applied for grants to purchase materials for the program.

7. The writer presented the results of the program to other county counselors and at a state conference.

It is believed that this project succeeded because of four main factors. The involvement of parents was crucial to a program which had a goal of preventing children of becoming potential substance abusers. Students expressed the need for information regarding substance abuse prevention. Students demonstrated a need for effective problem solving skills. Finally, students demonstrated a need for the development of positive self-esteem.

Report of Action Taken

The writer shared the outline for the practicum with the school administrator, staff, and district

personnel. The writer applied for grant monies to purchase materials for the project and ordered the materials when the grant monies were awarded. The writer assumed the leadership role throughout the implementation of the project and supervised the entire process.

Other procedures completed prior to implementation included establishing schedules for group sessions and guidance lessons. Teachers identified students who were to participate in small group counseling sessions. Porttests (see Appendices A-C) were designed by the writer regarding substance abuse prevention, self-esteem, and problem solving skills. The writer developed a survey (see Appendix D) regarding the effectiveness of the resource library for parents.

Shortly after implementation of the project began, the addition of two more classrooms and a special reading program assigned to the writer's school required major scheduling changes. This, in turn, necessitated the condensing of the implementation by two weeks. Therefore, the project was 33 weeks in length. In addition, during implementation, several school crises occurred which required the immediate and on-going attention and time of the writer. Therefore, the project could no longer incorporate every classroom. Instead, only one classroom from each grade participated in the practicum.

During the first ten weeks of implementation,

the writer led the small group sessions for a period of nine weeks. At the end of the sessions, the writer administered a posttest for the students regarding self-esteem.

The writer conducted guidance lessons with one classroom in each of grades kindergarten through five regarding the dangers of substance abuse. The classroom guidance lessons were four weeks in length.

The writer created a sign-out system for the parent resource library and announced the availability of resources for parents in the school newsletter. Surveys were completed by parents as materials were returned. This activity continued throughout the practicum.

During weeks 11 through 20 of implementation, the writer conducted guidance lessons with a classroom in each of grades kindergarten through five regarding peer pressure for five weeks. After this series of lessons, the writer conducted guidance lessons with the same classrooms regarding feelings for five weeks.

During weeks 21 through 32, identified students in grades kindergarten through five participated in problem solving skills small group counseling sessions for ten weeks. At the conclusion of the sessions, the writer administered a posttest regarding problem solving skills.

The writer conducted guidance lessons with a classroom in each of grades kindergarten through

five regarding problem solving skills for eight weeks. At the conclusion of the classroom guidance lessons, the writer administered a posttest to seven students from each grade of kindergarten through five. The posttest encompasses subjects regarding the negative ramifications of substance abuse, peer pressure, inappropriately dealing with feelings, and poor problem solving skills.

During week 33, the writer tabulated the results of the posttests and parent surveys. The writer shared the results of the practicum with school and district personnel. In addition, the writer shared the information with a group of school counselors at a state conference.

In summary, several preliminary steps to pave the path for practicum implementation were completed. Implementation included the author conducting small group counseling sessions and classroom guidance lessons. The writer also created a parent resource library. Posttests were administered and tabulated. Finally, the writer shared the practicum information with peers and district personnel.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem in the writer's work setting to be addressed in this practicum was that students were at risk of becoming potential substance abusers. According to research, students needed an organized, on-going plan in the elementary school regarding substance abuse prevention. Students at the writer's school were not receiving this type of program. It was concluded that the writer would provide the necessary skills and leadership for this plan.

The solution strategy chosen by the writer included small group counseling sessions, classroom guidance lessons, and parent involvement/education.

Specific objectives of the writer included:

1. Forty-two students from grades kindergarten through five who participate in classroom guidance lessons will understand the negative ramifications of substance abuse, peer pressure, inappropriately dealing with feelings, and poor problem solving skills.

Upon completion of the classroom guidance lessons, the author administered the posttest (see

Appendix A) orally to each student on an individual basis. This was done to allow for differences in reading and writing abilities. The writer wrote their responses on a piece of paper and tabulated the results. Forty-two students completed the 20 item posttest with 100% accuracy.

2. Forty-two students from kindergarten through fifth grades who participate in small group counseling sessions will state feelings of positive self-esteem.

Upon completion of the self-esteem small group counseling sessions, the author administered the posttest (see Appendix B) orally to each student on an individual basis. This was done to allow for differences in reading and writing abilities. The writer wrote their responses on a piece of paper and tabulated the results. Forty-two students completed the 15 item posttest with 100% positive feelings about themselves.

3. Forty-two students from kindergarten through fifth grades who participate in small group counseling sessions will demonstrate knowledge of positive problem solving skills.

Upon completion of the problem solving skills small group counseling sessions, the author administered the posttest (see Appendix C) orally to each student on an individual basis. This was done to allow for differences in reading and writing abilities. The writer wrote their responses on a piece of paper and tabulated the results. Forty-two

students completed the 10 item posttest with 100% accuracy.

Discussion

All of the outcomes were met beyond expectations. Upon completion of the posttests, the writer held a meeting with the selected students. The writer asked them if they thought that the posttests were too easy. The consensus of the students was that if they had not had the instruction/sessions included in the author's program, they would not have known a lot of the information. However, with such intense training, they felt that they had learned and retained a lot of data. They also felt that they had learned a lot about themselves. In addition, the writer read a finding from the literature to the students for their reactions. Students agreed with Berdiansky, Brownlee and Joy (1988) that by not incorporating a comprehensive substance abuse program beginning in kindergarten there was no prevention-based focus. Many students stated, in fact, that prevention needed to begin before they became of school age. Students indicated verbally that they were pleased to be a part of the practicum process.

In regard to the classroom guidance lessons, results appeared to concur with Gerler (1988) that there was a need for the writer's school to

emphasize a prevention program which imparted knowledge about the use and consequences of alcohol and substances. Students benefitted from an environment where they were praised often, could demonstrate their strengths, learned to respect one another and gave each other positive feedback (Bradley, 1988). Children also responded favorably to developing positive bonds with their peers (Resnik, 1988). In fact, in agreement with Horton's (1992) findings, peers helped each other in developing appropriate problem solving skills.

In regard to the self-esteem small group counseling sessions, results concurred with Bradley (1988) that students responded positively to assertiveness training and the development of appropriate social skills.

In regard to the problem solving skills small group counseling sessions, results concurred with Resnik (1988) that students benefitted from discussions about responsibility, self-discipline and good judgment.

An additional aspect of the author's program included parent involvement/education via a resource library. Fifty-one parents orally responded to survey items (see Appendix D) during individual meetings with the writer. The writer wrote their responses on a piece of paper and tabulated the results which were all positive. The majority of parents made comments expressing the need for parenting groups. Upon completion of

responding to the surveys, the writer read a finding from the literature to the parents for their reactions. Parents were in agreement with Oyemade and Washington (1989) that substance abuse prevention programs do not always assist families in identifying resources for help and support through parenting skills enhancement or informal discussions. In fact, parents stated that many times they felt "left out" of substance abuse programs which were targeted only for their children.

In summary, results concurred with Berdiansky, Brownlee & Joy (1988) that successful comprehensive school substance abuse prevention programs, such as the author's, should include lessons regarding feelings, pharmacology, and self-awareness. The inclusion of parents within the process corroborated Horton's (1992) findings that parent networks are a critical part of a successful substance abuse prevention program.

It appeared to the author that since all objectives were met that the practicum was a success. There were no unanticipated outcomes.

Implications to the writer indicated that students wanted more small group counseling sessions and classroom guidance lessons regarding the issues of substance abuse prevention during the next school year. Students also expressed the need for all students to participate in the process. Parents stated the need to be included in school-based

substance abuse prevention programs. They also stated the need for parenting classes.

Recommendations

1. One should make allowances for unexpected events which may occur in the school setting that could result in the cancellation of sessions/lessons.
2. One should be prepared to share the practicum with staff members on an on-going basis. Discussions will evolve as to students' progress from interactions with teachers, parents, and peers.
3. One should be prepared to discuss information with non-participating students as they will be very curious about the project after talking with participating peers.
4. One should be prepared to provide information to all parents regarding students' participation. Students' enthusiasm for the project was discussed with many people.
5. The writer is hoping to implement this project on a wider scale next year and/or train teachers to conduct the classroom lessons.

Dissemination

Dissemination will include networking with

district personnel, counselors in other counties and throughout the United States, and people in the author's state Department of Education.

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APPENDICES

APPENDIX A

SUBSTANCE ABUSE PREVENTION POSTTEST

SUBSTANCE ABUSE PREVENTION POSTTEST

ANSWER WITH A "YES" OR "NO"

1. All drugs are safe to take.
2. You do not need a prescription to take drugs.
3. It is good to let your friends give you drugs.
4. Beer does not hurt children if they drink only one can at a time.
5. Cigarettes are not addictive.
6. Some pills make you forget your bad feelings.
7. Depressants make you feel excited and happy.
8. Crack is sold in gum packages.
9. Cocaine can only be taken by needles.
10. Snuff cannot hurt your gums.
11. Adults sell more drugs to children than adults.
12. Dealing in drugs can make people rich.
13. Drug dealers need protection from other drug dealers.
14. Some people commit crimes to get drugs.
15. Your parents can be arrested if they use drugs in front of you.
16. Some parents abuse their children when they drink alcohol.
17. Children cannot be co-dependents.

18. It is a good idea to keep secrets if one of your family members has a substance abuse problem.
19. It is not a good idea to have a support system when you have a problem.
20. It is good to expand your mind with LSD.

(Students who answer five or more items incorrectly show a lack of knowledge about substance abuse prevention.)

APPENDIX B

SELF-ESTEEM POSTTEST

SELF-ESTEEM POSTTEST

ANSWER WITH A "YES" OR "NO"

1. I like the way I look.
2. I am different from other students.
3. I take good care of myself.
4. I am afraid a lot of the time.
5. People like me.
6. I am a good friend.
7. I try new things.
8. I can be trusted.
9. I feel safe.
10. I ask for help when I need it.
11. I try to solve my problems.
12. I feel jealous a lot of the time.
13. I have special qualities.
14. People listen to me.
15. I feel good about myself.

(Students who answer "NO" to six or more items are considered to have poor self-esteem.)

APPENDIX C

PROBLEM SOLVING SKILLS POSTTEST

PROBLEM SOLVING SKILLS POSTTEST

ANSWER WITH A "YES" OR "NO"

1. It is best to have a win-lose situation.
2. It is important to make sure that other people understand your side even if you have to argue.
3. You should think before you take an action.
4. You only need to think of one alternative to a problem.
5. It is a good idea to talk with someone about a problem.
6. You need to pick the best solution for you.
7. Solutions do not have to be positive.
8. All solutions need to be worked out with someone else.
9. You have to make decisions to reach solutions.
10. You do not have to evaluate the actions that you take.

(Three or more incorrect answers indicate a lack of knowledge regarding problem solving skills.)

APPENDIX D

PARENT SURVEY

PARENT SURVEY

ANSWER WITH A "YES" OR "NO"

1. Were the resources helpful to you in working with your child?
2. Was there enough variety of resources?
3. Was there a good selection of materials for the different grade levels?
4. Did you have enough time to use the resources?
5. Were you able to share information that you learned with other parents?